



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ASPIRATIONS DIPLOMA PLUS HIGH SCHOOL

DBN (i.e. 01M001): 23K646

Principal: SHERMILA BHARAT

Principal Email: SBHARAT@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Shermila Bharat	*Principal or Designee	
Jeff Kaufman	*UFT Chapter Leader or Designee	
Niesa Turner	*PA/PTA President or Designated Co-President	
Yolanda Mendez	DC 37 Representative, if applicable	
Onyjie Edwards, Steven Corion, Danetta Palmer	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rosemary Beck	Member/ UFT	
Shirley Clarke	Member/ UFT	
Nyketa Palmer	Member/ Parent	
Jillian Corion	Member/ Parent	
Latoya Callahan	Member/ Parent	
Beatrice Miller	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 23K646

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	241	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	2	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	70.0%	% Attendance Rate			59.0%
% Free Lunch	78.4%	% Reduced Lunch			5.1%
% Limited English Proficient	1.6%	% Students with Disabilities			12.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American			78.4%
% Hispanic or Latino	18.8%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			2.4%
% Teaching with Fewer Than 3 Years of Experience	11.1%	Average Teacher Absences			4.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	26.1%	Mathematics Performance at levels 3 & 4			50.0%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			9.8%
6 Year Graduation Rate	29.9%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	No				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP					
Describe the strengths of your school's 12-13 SCEP.					
The strength of the 2012-13 SCEP was that we created goals that specifically looked to increase our school's graduation rate, overall attendance, credit accumulation by aligning our curricula to the Common Core Learning Standards and improving teacher practice through reflective practices as described in the Danielson Framework. As a result of our targeted action plans and identification and support of specific students we experienced significant success in student progress and outcomes as well growth in teacher practice.					
Describe the areas for improvement in your school's 12-13 SCEP.					
In terms of improvement, we need to go back to our initial CCLS-aligned units and performance tasks and continue to develop the rigor and ability to meet the needs of all students as we move forward in creating the remaining units. Additional measures need to be enacted to improve our attendance and graduations rates.					
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.					
We are a transfer school with a transient population, so it is difficult for us to use the standard measures of accountability. In addition, our students enter the school from various locations and schools and instituting our culture in terms of policies and procedures takes a period of adjustment for both students and their families. And just as important, our staff is small and already stretched quite thin with many programs and supports for the students.					
Describe the degree to which your school's 12-13 SCEP was successfully implemented.					
Proudly we can say that we met four (#2, 3, 4, and 5) out of five of last year's SCEP goals. The only goal we did not accomplish was the first goal. And for that, we had at least five observations with actionable feedback for each teacher and not the 10 (7 informal and 3 formals for each teacher) as we were not able to bring on staff an Assistant Principal Supervision until January.					
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes
If all the goals were not accomplished, provide an explanation.					
Last year's observation system which was based on the Danielson Framework took considerable professional development and feedback to teachers took much longer than expected. And additional professional development and document reviews were required to allow teacher to have an understanding of expectations along with the late hire of an Assistant Principal.					
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes
No					

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Our students are older and many are looking for opportunities to earn money and so they are resistant to staying after school for anything, no matter how beneficial if they have a job, so meeting the 200 hours with all students will be a challenge.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
We will ensure that students participate in the ELA and Math Regents and are given every opportunity to meet graduation requirements.				
Describe how the school leader(s) will communicate with school staff and the community.				

We will communicate at School Leadership Team Meetings, letters and phone calls to families, e-mails and staff meetings within the school with the staff and additional one on one meeting with families and staff as needed.

Describe your theory of action at the core of your school's SCEP.

All students come to us to graduate and move on to college and careers. We need to do everything we can to meet that mandate. Providing every possible opportunity to earn credits and giving social emotional support to keep students on track by providing them with advocate counselors to ensure they stay on track.

Describe the strategy for executing your theory of action in your school's SCEP.

- Students are given opportunities to sign up for PM School to earn additional credits to graduate.
- Students are given opportunities to sign up for Saturday School to earn additional credits to graduate.
- Students are provided with opportunities to attend 37 ½ minutes of AIS support during the school day
- Students are provided with opportunities to attend after school tutoring
- Students are part of athletic teams with academic components such as study hall
- Advocate counselors assigned to each student to help keep them on track and provide support and advocacy skills
- Guidance Counselors who meet monthly with students to review expectations and work one on one with students to set goals for college and careers

List the key elements and other unique characteristics of your school's SCEP.

We are a transfer school so we take in the students that regular high schools have difficulty graduating or passing exams and so they discharge them to make AYP and other accountability metrics. We are given an additional 2 years by the city to graduate these students yet we are held by the state to graduate the students in the same time frame as a 4 year HS. Everything described above makes us unique as we try to meet this non-aligned impossible task set forth by the state and the city.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- We have an 8 member community based organization to provide social emotional support
- Licensed teachers who have proven track records in helping students to pass regents
- School schedule based on the needs of the students as we start later
- School structure that provides time both during the day and after school for multiple forms of support
- Utilization of programs like APEX that allows flexibility in students earning credits
- Phone messenger system that calls students daily to wake them up
- Two guidance counselors that monitor programming to ensure students are in the classes they need and are scheduled for exams and meet with students regularly
- We are fully staffed

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“This inconsistent engagement of students in challenging tasks hinders the school in achieving its goals for all students to reach their potential.”

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	NA
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision	2.3 Systems and structures for school development
2.4 School leader’s use of resources	X
	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To increase the number of Cohort 10 students with 22-33 credits who earn 11+ credits by 5% in the 2013-14 SY.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Offer PM School and Saturday school opportunities for students who need to earn additional credits towards graduation
- Offer Summer School for credit accumulation and recovery
- Encourage students to attend tutoring sessions during and after school to pass classes currently programmed and all high stakes assessments

B. Key personnel and other resources used to implement each strategy/activity

- Teachers of the 4 core subject areas
- AP to supervise the program
- APEX online program to provide individualized, differentiated instruction to individual students for all content areas for credit recovery

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We check attendance and track student progress on APEX monthly
2. We conference with individual students who are off track

D. Timeline for implementation and completion including start and end dates

1. We began PM school and Saturday school in October and after school and during school tutoring began in September. PM and Saturday school are 54 hours in length as per NYS guidelines for seat time.
2. We will utilize summer school in July and August for credit accumulation and so Sept. to August is our timeline for all activities.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Per session for staff 6 teachers/ 54 hours each, 1 administrator for 162 hours to supervise both PM and Saturday school, GC/ 25 hours,
- Materials such as paper, books, pens, highlighters...
- APEX licenses 110 @ \$ 160.00 per license)
- Pantry supplies for students

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
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X	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“However, this intense work has not yet resulted in curriculum maps that are integrated vertically from grade to grade or lesson plans that explicitly address the needs of all learners. As a result, the school is not fully leveraging the curriculum to close the achievement gap for its relevant sub-groups.”

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	P
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To increase the number of Black/African American students in Cohort 10 that pass the ELA Regents by 10% for the 2013-14 SY.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Teachers will work with students in classes to develop skills needed to pass the ELA Regents
- Teachers will utilize current student data such as Regents scores and 8th grade ELA scores to set targets for and with students
- “Regents-style Boot Camps” will be created for students to study and review for specific Regents exams

B. Key personnel and other resources used to implement each strategy/activity

- All teachers in the school who work with the identified students
- Regents prep books and online resources
- Community Based Organization (Child Center of New York) counselors to support students
- Pantry supplies for extended learning times

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teachers grades in classes and scholarship meetings during benchmark reviews
- Guidance conferences with students to review their academic progress and ensure they are scheduled for the exam and programmed for review classes
- Attendance sheets from review classes

D. Timeline for implementation and completion including start and end dates

1. September 2013-August 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- The school schedule already has built into it, 37 ½ minutes, 4x a week for AIS services
- Amending of daily schedule 4-6 weeks prior to regents to create Review Boot Camps
- Teacher team meeting time to share data (review student work) for students
- Per session to tutor students after school (4 teachers, 20 hours each)
- Regents Prep Books-100@ \$6.00 each
- Pantry supplies for extended learning activities

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core				
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
"Most teachers incorporate rigorous tasks and focus on acquisition of skills needed for college and career, but not all teachers are designing tasks that incorporate the same high level of thinking."											
Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	P				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	4.2 Instructional practices and strategies					4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture					4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
To increase the Algebra passing rate by 10% for Economically Disadvantaged Students in Cohort 10 for the 2013-14 SY.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
<ul style="list-style-type: none"> Teachers will work with students in classes to develop skills needed to pass the Math Regents Teachers will utilize current student data such as Regents scores and 8th grade Math scores to set targets for and with students Regents style boot camps will be created for students to study and review for specific exams 											
B. Key personnel and other resources used to implement each strategy/activity											
<ul style="list-style-type: none"> All Math teachers in the school who work with the identified students Regents prep books for Algebra Pantry supplies for extended learning times Community Based Organization (Child Center of New York) counselors to support students 											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
<ul style="list-style-type: none"> Teachers grades in classes and scholarship meetings during benchmark reviews Guidance conferences with students to review academic progress, identify any socio-emotional needs and ensure they are scheduled for the exam and programmed for review classes Attendance sheets from review classes 											
D. Timeline for implementation and completion including start and end dates											

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- The school schedule already has built into it, 37 ½ minutes, 4x a week for AIS services
- Amending of daily schedule 4-6 weeks prior to regents to create Review Boot Camps
- Teacher team meeting time to share data (review student work) for students
- Per session to tutor students after school (4 teachers, 20 hours each), Supervisor Per Session 20 hrs.
- Regents Prep Books (# 100@ \$ 6 per book)
- Pantry supplies for extended learning activities
- Supplies: paper
- Supervisor per session for Saturday Academy
- Teacher per session for Saturday Academy

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

SINI Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
x	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Some teachers, but not all, conduct their lessons to allow for differing student needs."

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Graduate 35% of the remaining Cohort 09 students for the 2013-14 SY.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development on use of data to improve student social and emotional developmental health needs
2. Inquiry teams to monitor and track progress for students socio-emotional needs
3. Guidance Counselor/Social Worker periodic meetings with at-risk students to address socio-emotional needs, review academic progress, and provide college and career guidance
4. Student and family regular progress reports

B. Key personnel and other resources used to implement each strategy/activity
1. Administrative staff, guidance counselors, teachers, social workers, cluster/network support personnel, and community-based organizations.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Increase Cohort 09 attendance, on-time percentage, credit accumulation, and Regents participation and passing rate.
2. Decrease student incidents and OORS reports.
3. Increase student feedback (ie. Communication, High Expectations, Safety & Respect) on the Learning Environment Survey
D. Timeline for implementation and completion including start and end dates
1. September 2013- June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for Guidance counselor/Social worker: (2 GC for 50 hours each/ from September 2013-June 2014

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"How often during the school year have you been invited to an event at your child's school (workshop, program, performance, etc.)? (6.5)"

Review Type:	LES	Year:	2012-13	Page Number:	6	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To increase the school's grade 9-12 student (PAR)attendance by 2% for the 2013-14 SY.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- Home visits
- Daily phone calls
- Incentives
- Celebrations
- Parent Summits
- SLT Meetings

- One on one conferences with students
- Small group conferences with students

B. Key personnel and other resources used to implement each strategy/activity

Parents, Principal, Assistant Principal, CBO leaders and advocate counselors, teachers, parent coordinator; in effect, all adults with any professional and/or interpersonal relationship with students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Weekly review of ATS data,
- PAR Report
- EXCL Spreadsheets track previous year and current year student attendance
- Weekly attendance meetings

D. Timeline for implementation and completion including start and end dates

September 2012 – June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Meeting times will be scheduled
- Students meetings will have to be coordinated
- Staff designated to make visits, call home
- Per session, 25 hours for family worker

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Increase the participation of Cohort 10 students on the ELA Regents by X% for the 2013-14 SY
Increase the participation of Cohort 10 students on the Math Regents by X% for the 2013-14 SY
Graduate X% of the remaining students of Cohort 9 students for the 2013-14 SY.
Increase the number of overall students graduating by % for the 2013-14 SY.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **After-school PM Program for credit accumulation and recovery**
2. **Saturday School to enrich coursework, address specific student needs, and provide opportunities to acquire socio-emotional support**
3. **Summer School Program that develop specific CCLS-skills to ensure success in content rich courses**
4. **Regents Boot Camps that focus on drill and skill to ensure success on high stakes exams**
5. **Basketball Team with study hall**
6. **Step Team with Study hall**
7. **Community-Based Organizations (Child Center of New York) to engage parents, community and students to support student success and improve communication**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Administration, teachers, guidance counselors, social workers, CBO – members, school aides**

C. Identify the target population to be served by the ELT program.

1. **As this is a transfer school – all students based on AIS required for each content area based on lack of Regents participation and Regents examination failure.**

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	x	Tax Levy	x	Title I SWP		Title I TA	x	Title I PF		C4E
	Title III		Title I SIG		PTA Funded	x	Grants	X	In Kind		

List any additional fund sources your school is using to support the instructional goal below.

NA

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Child Center of New York is our in house partner. They are here full time with a contract from the Department of Education.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Child Center of New York provided socio-emotional support for students and their families on an ongoing basis to make certain that all the students needs are met so they can graduate, attend post-secondary institutions, or be provided with transitional services. Programs and services are coordinated through the principal and structured so that they align with the student schedules and other programs and are available to meet the needs of the parents and families.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and

emotional growth.

Classes utilize our online program which addresses the issue of technology that young people like to use rather than traditional means of teaching. We also have a licensed teacher in each classroom to address any needs posed by the students. Our CBO counselor are always available for social emotional support.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Students have the opportunity to meet with advocate counselors to discuss social emotional issues while setting goals to improve academics.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Each student's transcript is reviewed and they are placed in the course that meets their needs in classes that are capped at 10 for personalized attention from a licensed teacher.

D. Are the additional hours mandatory or voluntary?	X	Mandatory	X	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

It is both voluntary and mandatory. We ask students to attend tutoring but we also program students for PM and Saturday school based on transcript reviews to ensure they are on track to graduate.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

We are providing opportunities in PM School and Saturday school to earn additional credits towards graduation.

We are providing tutoring by licensed teachers in all content areas 4 days a week from 3pm-3:44pm.

We are providing tutoring/AIS opportunities 4 days a week from 11:35-12:12pm utilizing every teacher in the school.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

If students go to PM School and Saturday School and they pass the class based on the seat time and teacher evaluation, they will be granted a credit for the course. This would mean successful completion and one step closer to graduation.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Customized based on student skill deficit and regents requirements	One to one tutoring and small group	During the school day and after the school day
Mathematics	Customized based on student skill deficit and regents requirements	One to one tutoring and small group	During the school day and after the school day
Science	Customized as per student need	One-on-one	During the school day
Social Studies	Customized as per student need	One-on-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling provided by Advocate Counselors and Guidance Counselors	One to one and small group as needed	During the school day and after the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	x	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment- postings as per UFT collective bargaining
Retention- We retain teachers by supporting them and those who are high caliber and successful are encourage to stay while others are coached to look for other alternatives
Assignments- Teachers assignments are based on their licenses and student need
Support- Administration, teacher mentors, Network Support

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
na

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
na

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
The TA programs are designed to either get students back on track for ongoing courses of study and pass high stakes

assessments or allow for credit recovery that also prepares them for high-stakes assessments. Central to our TA programs are the socio-emotional supports that are provided to students to ensure that any nonacademic issues will not interfere with student success and progress. In addition, teachers receive professional development in best practices, youth development, and conducting review classes.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

The school's data is constantly reviewed by the principals and all members of the staff so as to plan the appropriate extended learning time opportunities that not only meet the course needs of the students but specifically target the areas of need in terms of content and skills. A curriculum team reviews all the ELT curricula (unit plans, lesson plans, activities, and assessments) to ensure that the curricula is rigorous and engaging to the students. In addition, various aspects of technology applications are embedded in all curricula to not only provide scaffolding to allow enrichment for students when they demonstrate mastery. All SPED and ELL student are mainstreamed to ensure that they receive appropriate instruction to address the high-stakes assessments. Yet, additional support services are provided on a student by student basis.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 646
School Name Aspirations High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Shermila Bharat	Assistant Principal Wayne Anderson
Coach	Coach
ESL Teacher Michael Martella	Guidance Counselor Sutanya Skeffrey
Teacher/Subject Area Abena Sidibe, Sp. Ed.	Parent
Teacher/Subject Area	Parent Coordinator Jasmine Jackson
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	246	Total number of ELLs	6	ELLs as share of total student population (%)	2.44%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained											1	1	1	3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	1	1	1	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	1			2			3		1	6
Dual Language										0
ESL										0
Total	1	0	0	2	0	0	3	0	1	6

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	1	2	5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	2	1	3	6

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)											1	1		2
Advanced (A)											1			1
Total	0	0	0	0	0	0	0	0	0	0	2	1	0	3

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I											1	1	2
	A											1		1
	P													
READING/ WRITING	B													
	I											1	1	2
	A											1		1
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Integrated Algebra	5		4	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	6		1	
Physics				
Global History and Geography	5		1	
US History and Government	4		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Early Literacy skills N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data from the 2013 NYSESLAT indicate that 50% of ELL students (3 students) took the NYSESLAT and tested at the advanced (1) or intermediate (2) level. A fourth student tested at the advanced level in 2012.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Speaking and listening modality scores improve over time, with some students achieving proficient. However, reading and writing skills with the intermediate and advanced level students are stagnant. Based on this assessment, ELL instructional decisions focus on strengthening academic language to include: intensive literacy instruction, explicit vocabulary building, incorporating reading and analysis of nonfiction texts and writing skills across all content areas. Michael Martella, ESL teacher, and Martin Coren, Assistant Principal, I.A., will be involved in this process.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Across grades 9-12 the majority of students tested advanced or proficient in listening and speaking, while fewer students tested advanced in reading and writing. No current ELL tested proficient on the reading and writing components of NYSESLAT and LAB-R. While ELL students were given the option to take Regents Exams in their language of preference, all ELL students chose to take the exams in English. The results for last year's ELL periodic assessment will be analyzed and compared to this year's to determine if students' performance increased. Teachers will use this data in weekly department and planning meetings to increase students' progress in reading and writing through differentiating instruction. Michael Martella, ESL teacher, and Martin Coren, Assistant Principal, I.A., will be involved in this process. The school is learning that ELL students need additional support in reading and writing rather than listening and speaking and that native-language material such as translated texts, dictionaries and glossaries are more useful to ELL students as they transition and acquire academic language in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The administration reviews the CCLS aligned curricula to ensure that second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers can meet weekly to discuss and plan targeted strategies to ensure each student's success.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program depends on several factors. We review scores generated by the NYSESLAT to monitor individual ELL student's progress in the four modalities. On a school level we frequently check with content area teachers to ensure that students are maintaining and progressing with their basic interpersonal communication skills and cognitive academic language.

Report cards and progress reports are closely monitored by the ESL coordinator to ensure that students are on task and acquiring enough credits for graduation. The ultimate goal for ESL students is graduation as well as proficiency in the English language as assessed by the NYSESLAT.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) that determines the students' home language. The survey is administered by the trained ELL coordinator (A.P., certified in ELA and Special Education). If the parent/guardian indicates that the child uses a language other than English on the HLIS, an informal interview is conducted to further verify the student's home language. The child is then administered the Language Assessment Battery Revised (LAB-R) that tests the student's English proficiency level. Performance on this test determines the child's entitlement to English language development support services. Students who score below proficiency are eligible for ELL services. Students who score at or above proficiency are not ELLs and will enter the general education program. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.

The initial screening (HLIS, informal interview, LAB-R/Spanish LAB), subsequent parent orientation (DVD, ELL parent brochure, parent survey and program selection form), and all notification letters to parents are conducted by the trained ELL Coordinator and certified ESL teacher along with an appropriate translator and translated material. If the student scores below proficiency on the LAB-R, he/she is eligible for ELL services. A letter to notify parents of the student's entitlement to ELL services is sent. Within ten days of enrollment, parents are invited to an ELL Parent Orientation.

All written notifications, forms as well as oral communications are provided in English and in the parents' preferred language. In our school community of pedagogues and support staff, we have Spanish speakers who translate and interpret as needed. For translations of languages not spoken by our school pedagogues, we contact the Translation and Interpretation Unit for translated materials and/or phone support.

All entitled ELLs (based on the RLER report on ATS) are administered the NYSESLAT, an annual assessment of students' progress. Students are scheduled for the listening, speaking, reading and writing components as indicated in the NYSESLAT Test Administration Guide. The ESL Coordinator, Martin Coren, Assistant Principal, I.A., ensures that parents and students are informed of the purpose and the importance of the assessment by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule, and calling parents to remind them of the upcoming test dates. Students who score below proficiency (i.e. beginning, intermediate or advanced level) remain ELLs and continue to receive services appropriate to their proficiency level. Students who score at or above proficiency are no longer ELLs. They can enter general education program with transitional support. Parent letters (continuation of entitlement and non- entitlement/transitional) are sent to parents in English and in the parents' preferred language, to advise them of the students' eligibility for ELL services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
At the New ELL Parent Orientation meeting, parents first view a video that describes the three programs that the NYCDOE offers

(Transitional Bilingual Education-TBE, Dual Language-DL, Freestanding English as a Second Language – ESL). Following the video (presented in the parents’ preferred language), parents are given an opportunity to ask questions so that they can make an informed program placement selection. Afterwards, parents complete the Parent Survey and Program Selection Form. The ESL Coordinator maintains a log of parents who select TBE. As per state regulations, when the list contains 20 students’ names in the same grade requesting TBE in the same language, the school will create a bilingual program and notify the parents on the list of the availability of TBE. All communications and forms are provided in English as well as in the parents’ preferred language.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ELL Coordinator is responsible for the distribution of entitlement and placement letters as well as collecting the parent survey and program selection from the parents at the orientation meeting. Copies of all such notification are maintained by the ESL coordinator and the ESL teacher in the ESL coordinator’s office files. Should we be unable to retrieve a parent survey and program selection form, then TBE would be the default program selection for the student as per CR Part 154. Names of students whose parents select TBE are added to a waiting list. When the list contains 20 names or more, in any one grade, requesting TBE in the same language, the school will notify the parents and create a bilingual program that honors the parents’ choice.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

All newly identified ELLs are placed within 10 days of enrollment. Placement is based on the students’ LAB-R results and the parents’ program selection forms. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian’s home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students’ Spring NYSESLAT scores as well as their current program placement. All notifications and forms are provided in English and in the parents’ preferred language. Copies are maintained by the ESL coordinator in the ESL office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

A review of the Parent Survey and Program Selection forms over the past few years shows all selections are for ESL.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The freestanding ESL program that we offer is aligned with parent’s request. The roster of ELLs who are eligible for the NYSESLAT are accessed via RLER-NYSESLAT on ATS. The ESL coordinator and ESL teacher ensure that all ELLs take the NYSESLAT annually, as well as evaluate each ELL’s progress and appropriate placement based on the test results. ATS reports we use to analyze NYSESLAT results include the RNMR and the RLAT. Weekly, we run the RLER-LAB reports to ensure that all newly admitted students will be appropriately placed within 10 days of enrollment.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Delivery of Instruction

- a. ELL students are serviced by certified ESL/ELA teacher using a self contained ESL model. The program model is ungraded, heterogenous groupings and students are of mixed proficiency levels.
 - b. The program model is ungraded, heterogenously grouped. Students are in mixed proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All ELL students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive a minimum of 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive the minimum of 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction). All instruction is delivered by certified ESL teachers.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text re-presentation). We embrace Common Core Learning Standards in all academic departments, and as a result our school focus is on reading and writing across content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language (or with native language support). Bilingual textbooks, glossaries and translated informational texts are provided, as appropriate. Teachers incorporate the use of bilingual audio/visual materials as well as technology into content area instruction to deepen content comprehensibility and enrich language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. ELLs are evaluated in their native language. ELLs have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as

well as the NYS Regents examination in their native language. Spanish LAB and the ELE are administered as appropriate. The research based rationale behind this approach indicates that proficiency in the native language supports efficiency in the second language acquisition process.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ELLs are administered the NYSESLAT annually. During content area and ESL classes, teachers provide students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are required to read complex text with the appropriate scaffolds. Students are assessed on their questioning and discussion skills. In addition, students experience common core aligned activities that require them to write argument and informational essays according to school wide writing rubrics.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Content areas are delivered in English with native language support. The ESL teacher collaborates with content area teachers to monitor ELLs' progress and to share effective ESL strategies. The strategies employed by all teachers include: differentiated instruction and a strong focus on reading and writing skills rooted in units with performance tasks and applicable rubrics aligned to Common Core Learning Standards. English is used for instruction in all classes along with native language support. Student progress will be assessed each marking period in order to evaluate and revise interventions as appropriate. The ESL teachers and teachers across all content areas use research-based instructional strategies to include: activating prior knowledge; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities; activating higher order thinking skills through sorting, categorizing, charting, mapping, diagramming; and explicitly teaching vocabulary. All instruction is delivered in English with native language support.

Differentiated Instruction for ELL Subgroups are as follows:

- a. SIFE – Students with Interrupted Formal Education are grouped based on their skills to receive intervention during the school day as well as for additional instruction during afterschool tutoring Monday through Thursday. SIFE students are supported through the push-in model in their content area classes. Teachers across all subject areas ensure that the four modalities, listening speaking, reading, writing are addressed in their lessons. They consistently utilize exemplary works, differentiated instruction, small group work, graphic organizers, authentic materials and technology to support the SIFEs . In addition, students are invited to attend after school tutoring or during 5th period two days per week to further strengthen their academic areas of need. We increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers also increase their communications with the parents of the identified students.

- b. Newcomers – Students are programmed for Freestanding ESL classes and after school and tutoring services to assist them in their language development and cultural awareness. Students are provided instruction with the goal of simplifying language and amplifying content. Strategies include hands-on demonstrations, opportunities for role play, journal writing using native language or pictures. Students are taught basic vocabulary and are provided print rich materials to support their oral language development.

- c. ELLs receiving service 4-6 years – Students benefit from freestanding ESL classes and after school and tutoring services to strengthen their language acquisition skills. Instruction focuses on explicit vocabulary building and intensive academic literacy skills building. Teachers across content areas incorporate building skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

- d. Long Term ELLs (7+ years) – Our LTEs have near-native level of speech. Instruction includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

6. Students with disabilities – SWD-ELLs are appropriately served as per the student's IEP. ESL, SpEd, NLA teachers

collaborate to align curriculums with a focus on improving academic literacy skills. Bilingual textbooks, glossaries and translated informational texts are provided, as appropriate. Teachers incorporate the use of bilingual audio/visual materials as well as technology into content area instruction to deepen content comprehensibility and enrich language development. Teachers across all subject areas ensure that the four modalities: listening, speaking, reading, writing, are addressed in daily lessons. To maximize SWD-ELLs' access to academic content, teachers provide the following instructional strategies: vocabulary instruction on academic language, use of graphic organizers, grouping, activating prior knowledge by building background; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities; manipulatives, activating higher order thinking skills through sorting, categorizing, classifying, sequencing, charting, diagramming, teaching context clues skills. The ESL coordinator increase their communications with the parents of the SWD-ELLs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

7. The ESL, special education, and content area teachers collaborate in department meetings and as needed to discuss and share students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs. Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our certified ESL teacher's schedule is flexible enough to allow him to provide ESL instruction to ELLs during the regular school day (through regularly scheduled classes as well as through afterschool and twice-weekly 5th period tutoring). Additionally he is able to collaborate with the Special Education team to monitor individual ELL-SWD's progress in core subject classes.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

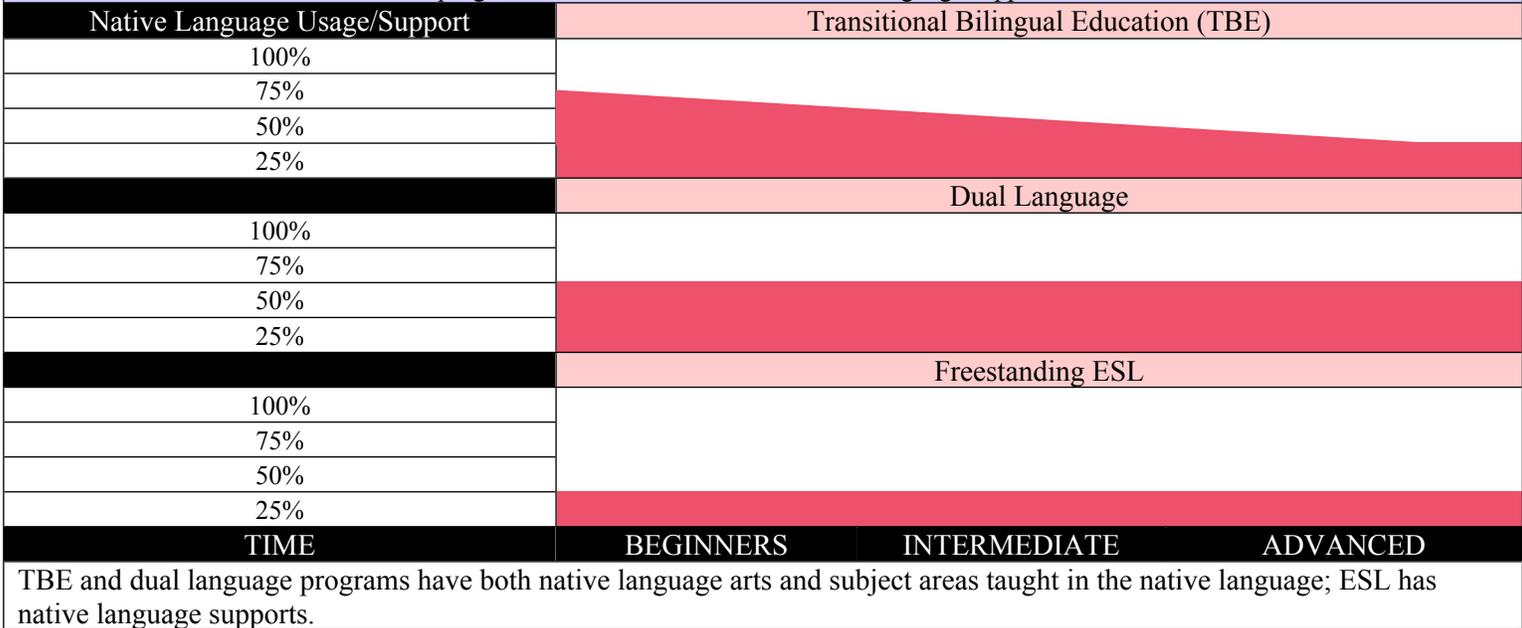
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
8. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their academic needs. Teachers access ARIS and other technological tools to aid in developing background information to make informed instructional decisions. Teachers collaborate closely with the guidance department and the inquiry team to identify and encourage alternative educational programs as appropriate. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT); PM School and Saturday Academy in ELA, Math, Social Studies and Science; credit recovery; mandatory tutoring, and pulling out specific students from content area classes to provided one-on-one support to strengthen their Math and ELA proficiencies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ELL program is effective to support ELLs with access to rigorous curricula. All staff members receive training on research based second language acquisition strategies as well as techniques to improve communication between home and school. In addition the Inquiry Team targets the needs and of ELL and to come up with a school wide strategy to implement based on their data driven analysis.
- The ELL team is provided with assistance from the school conselors as the students make the transition for college or to the work force. The transitional counselor creates a file with transitional information for each student. ESL teachers do professional development with BETAC and the office of ELLs in addition to network support. Then they work with content area teachers to share the information learned. In the 2010 -2011 school year all Wings Academy staff received training on working with the ELL population.
11. What new programs or improvements will be considered for the upcoming school year?
- We continue to review the success we have with ELLs. Our programs will continue and willl modified to further incorporate a differentiated approach in instruction. No new programs are being considered for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
11. No programs will be discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 12a. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend afterschool tutoring and enrichment classes and participate in athletic and general school activities (basketball, chess, robotics, student government, school trips, college visits). Invitations, program/activity flyers, and notifications to parents and students are distributed in English and in students' native language.
- 12b. We do not receive Title III allocations. However, we do offer programs that supplement instruction for ELLs in the core school day. Students are offered after-school tutoring services to build ELLs' Regents taking skills. In addition, PM School, Saturday School and parent meetings are provided as appropriate. The ESL teacher and the content area teachers meet regularly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 13a. To support ELLs in content area classes, Smart Board technology, selected Internet translation and

syntax/semantics/pronunciation- related sites, bilingual audio/visual clips to target multiple learning modalities are incorporated into instruction. Bilingual glossaries and dictionaries, bilingual content-specific textbooks, NYSESLAT preparation books, Regents preparation books, are employed.

13b. Bilingual textbooks, glossaries and translated informational texts are provided, as appropriate. Teachers incorporate the use of bilingual audio/visual materials as well as technology into content area instruction to deepen content comprehensibility and enrich language development.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

14. Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

15. All support and services are adjusted to be age and grade appropriate. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness. Sophomores and Juniors, who are preparing to take the Regents Exams, are given extra support in these areas.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

16. All new students to the school are invited to attend a summer orientation program conducted in English and students' home language with appropriate translation support. Dual language letters are sent to students' homes inviting them to the event/ We also offer student/parent campus tours conducted in English and in the parents' preferred language.

18. What language electives are offered to ELLs?

17. All ESL students are offered Spanish as a foreign language as well as the opportunity to take the NYC LOTE exam for their native language.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Two full days of professional development are provided to all staff who are involved with ELLs to include: Assistant principals, subject area teachers, special education teachers, guidance counselors, secretaries, office personnel and the parent coordinator. A minimum of 7.5 hours per year are devoted to ELL identification and instruction. During the school year, ESL and content area teachers are encouraged to attend training offered by: NYCDOE (OELL's LAP-EPIC training; Math and CCLS, Demystifying ELL data), BETAC (NYSESLAT training), QTEL (scaffolding instruction for English Learners), Regional Special Education Technical Assistance Support Center (ELLs and SWD), and CFN 603 (ELL Identification and Placement, LAP workshops, BESIS, Meeting AMAO).

2. At the beginning of the school year, our ESL teacher and ESL coordinator work with counselors from our CBO, Child Center of New York, so they can assist ELL students as they transition from other schools or programs to our school.

3. Workshop certificates toward the 7.5 hours of ELL training for all staff are maintained by the school secretary and records of attendance are maintained by the Assistant Principal. Our Assistant Principal/ESL coordinator is in constant contact with content area teachers to help refine instructional strategies specifically related to the ELL population. Throughout the year all staff members receive a minimum of 7.5 hours of ESL training via staff meetings and inquiry led by trained personnel. Records of all meetings are kept in the Principal's office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL parents are encouraged to participate in school programs such as parent orientation meetings, parent-teacher conferences, PTA, School Leadership Team, parent workshops and school events and celebrations. All communications are provided in English and in the parents' preferred language. Translated materials are distributed at each meeting. The parent coordinator facilitates the parent association, which meets monthly. All ELL parents are encouraged to participate. Our parent coordinator along with our ESL coordinator, also conduct workshops specifically tailored to ELL parents to help them understand their children's education to include graduation requirements, transcripts, state assessments, the college application process. Parents are provided with resources available from the school community as well as at the city, state and federal levels.
 2. Our school partners with Child Center of New York to provide orientations and ongoing counselor services to students and their parents or guardians. All supports are provided in English and parents' preferred language, with appropriate translations services provided by our Spanish teacher or the DOE translation and interpretation unit.
 3. Our parent coordinator meets with all new students and their parents to distribute a survey about parent needs and interview parents for any additional information. Parents' responses to school surveys determine our school's upcoming ELL workshops or informational sessions. In addition, our parent coordinator maintains close contact with ELL parents to field general questions and to relay parents' requests to the ELL coordinator.
 4. Our school's activities fully address parents' needs. Activities and topics include: ARIS training, parent English language clinics, credit accumulation, NYS content standards, NYS Common Core Learning Standards, state assessments, core curriculum, native language support in the classroom, graduation requirements, credit accumulation, college applications process and general expectations for students. o questions here:

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K646 School Name: Aspirations High School

Cluster: 6 Network: 603

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When a new student arrives, his or her parents are asked to complete the Home Language Identification Survey (HLIS) in the company of a supervising pedagogue, who also interviews the student. The parents indicate their preferred language of communication on the HLIS.

During summer orientation, and for all new students, the parent coordinator conducts and collects a school-wide native language survey that indicates all languages spoken by students and the primary language spoken in the home. For those LEP students on register, all school announcements and communications sent to homes - including dates and times of PTA meetings, lunch forms, special events, individual academic updates, graduation requirements, etc. - are issued in English and Spanish, as needed, as well as other languages spoken at home.

Essential information about students and their parents who may require language and translation interpretation is maintained on "Blue Cards" accessible to administrators, teachers, and Child Center of New York, our community based organization. Information, including home language preferences, is updated at the beginning of each term. Administrators also regularly checks ATS data, including RHLA and RLER reports.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The preferred language is Spanish for families of 5 ELL students (83.3 percent) and Haitian Creole for 1 ELL student (16.7 percent). Aspirations High School facilitates all communications and presents all printed materials to parents (brochures, letters, invitations, flyers) in English and in the parents' preferred language. Our PTA and SLT committees have been made aware of the school's written translation and oral interpretation needs. Faculty meeting time is utilized to summarize for teachers and other school personnel services the school provides.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We utilize written translation services provided by the DOE for all city-wide communications. Individual communications are translated by our in house parent coordinator or the district office. We also make use of the following resources to ensure timely provision of translated documents to parents determined to be in need of language assistance services:

- a. Department of Education Website: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. We access information and ideas on this Website as needed and periodically to review best practices.
- b. DOE Translation and Interpretation Unit: Besides using over-the-phone services, our staff is encouraged to contact the DOE Translation and Interpretation Unit when faced with any translation or oral interpretation needs we cannot immediately solve with in-house resources. Fax: 718-752-7390; Phone: 718-752-7373; Email: translations@schools.nyc.gov.
- c. Translated Formats: We distribute special announcements and documents in translated form, including the Discipline Code, Bill of Parents Rights and Responsibilities, and cover letters to report cards and parent surveys.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We utilize over-the-phone translation services provided by the DOE, as described through the following Web link: <http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>. Services are available to DOE personnel who may interact with limited-English-proficient parents. The service offers the ability to communicate with a parent through the assistance of an interpreter over the phone, and is useful for overcoming language barriers when contacting a child's home or interacting with parents who make unexpected visits and choose to communicate in their preferred language.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will fulfill Section VII of Chancellor's Regulations regarding parental notification for translation and interpretation services through the following steps:

- a. We will identify parents whose primary language is a covered language through intake procedures outlined above involving our parent coordinator, counselors from Child Center of New York, and school administration. We will regularly monitor appropriate ATS reports to ensure our data remain accurate and current.
- b. Our parent coordinator, working with school administration, will mail copies of required documents in parents' primary language and will follow up with calls home to make sure documents arrive.
- c. We will post mandated DOE posters near our main entrance, and in the parent coordinator's and Child Center of New York counselor offices, indicating the availability of interpretation services. We will access posters through this link: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.
- d. We will use an early safety committee meeting to develop procedures for ensuring parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Meeting minutes will be maintained in a central location.
- e. Our parent coordinator will work with Child Center of New York and school administrators to make sure that parents whose primary language is a covered language know the link to the DOE Translation and Interpretation Unit.